DOCUMENT RESUME

ED 475 112 CE 084 742

TITLE	Medium Term Priorities, 2003-2006.
INSTITUTION	European Centre for the Development of Vocational Training, Thessaloniki (Greece).
REPORT NO	TI-49-02-329-EN-C
ISBN	ISBN-92-896-0193-0
PUB DATE	2003-00-00
NOTE	31p.
AVAILABLE FROM	CEDEFOP, PO Box 22427, Thessaloniki, GR 55102 Greece. Tel: 30 31 49 01 11; Fax: 30 31 49 01 02; e-mail: info@cedefop.eu.int; Web site: http://www.trainingvillage.gr/ (#4022 EN, free). For full text: http://www2.trainingvillage.gr/download/publication/reference/4022_en.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Access to Education; Adult Education; Developed Nations; Educational Administration; Educational Research; Foreign Countries; Information Centers; International Cooperation; International Educational Exchange; International Programs; Job Training; *Lifelong Learning; Networks; Organizational Objectives; *Partnerships in Education; Postsecondary Education; Program Administration; Secondary Education; Social Isolation; *Strategic Planning; *Vocational Education
IDENTIFIERS	*European Centre for the Development of Voc Train; *European Union

ABSTRACT

The European Center for the Development of Vocational Training (Cedefop) intends to consolidate its statutory role of providing information together with reporting on and analyzing development of European Union (EU) Member States and at the European level. (Cedefop is EU's reference center for vocational education and training and provides information on and analyses of systems, policies, research, and practice.) These medium-term priorities set the strategic objectives for Cedefop's activities for 2003-06, which are as follows: improving access to learning, mobility, and social inclusion; enabling and valuing learning; and supporting networks and partnerships in an enlarged EU. These three strategic objectives give precise direction to the overarching strategic objective of promoting a European area of lifelong learning in an enlarged European Union. The strategic objectives and work priorities will be embedded in all areas of Cedefop's work but will be approached from different angles for different purposes. These five working areas will contribute to translating the strategic objectives into priority activities: developing research on VET; reporting and facilitating a concerted approach; exchange and supporting partners; information, communication, and documentation; and administration, facilities, and resources. (YLB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 475 112

CEDEFOP

2003-2006

Medium-term priorities

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

B Brenner

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE084742

BEST COPY AVAILABLE

Medium-term priorities 2003-2006

Cedefop

Luxembourg: Office for Official Publications of the European Communities, 2003

A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

Cataloguing data can be found at the end of this publication.

Luxembourg:
Office for Official Publications of the European Communities, 2003

ISBN 92-896-0193-0

©European Centre for the Development of Vocational Training, 2003
Reproduction is authorised provided the source is acknowledged.

Designed by Colibri Ltd. – Greece
Printed in Belgium

The **European Centre for the Development of Vocational Training** (Cedefop) is the European Union's reference Centre for vocational education and training. We provide information on and analyses of vocational education and training systems, policies, research and practice. Cedefop was established in 1975 by Council Regulation (EEC) No. 337/75.

Europe 123
GR-570 01 Thessaloniki (Pylea)

Postal address: PO Box 22427
GR-551 02 Thessaloniki

Tel. (30) 23 10 49 01 11, Fax (30) 23 10 49 00 20
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
Interactive website: www.trainingvillage.gr

Published under the responsibility of:
Johan van Rens, *Director*
Stavros Stavrou, *Deputy Director*

Introduction

1. Cedefop will consolidate its statutory role of providing information together with reporting on and analysing developments in Member States and at European level.

These medium-term priorities set the strategic objectives for Cedefop's activities for 2003-06, which are as follows:

- improving access to learning, mobility and social inclusion;
- enabling and valuing learning;
- supporting networks and partnerships in an enlarged European Union.

These three strategic objectives give precise direction to the overarching strategic objective of promoting a European area of lifelong learning in an enlarged European Union.

Cedefop's role

2. As indicated in Article 2 of Cedefop's Founding Regulation the aim of the Centre shall be to assist the Commission in encouraging, at Community level, the promotion and development of vocational training and of in-service training.

Cedefop is the European Union's reference centre for vocational education and training. It provides information on and analyses of systems, policies, research and practice.

Serving its partners

3. Through its products and services Cedefop contributes to quality vocational education and training by serving the following diverse audience:

- the European Commission, European Parliament and other European institutions;
- Member States;
- social partners;
- other policy-makers, including local and regional authorities;
- vocational education and training researchers and practitioners;
- associated countries (Iceland and Norway) and candidate countries.

Main tasks

4. The medium-term priorities are in line with Cedefop's main tasks as laid down in Article 3 of its Founding Regulation to:
   - compile selected documentation and analysis of data;
   - contribute to developing and coordinating research;
   - exploit and disseminate useful information;
   - encourage and support a concerted approach to vocational education and training problems;
   - provide a forum for all concerned.
5. The medium-term priorities will:
   - guide Cedefop in preparing its work programmes 2003, 2004 and 2005;
   - map Cedefop's working priorities to support the Community in promoting the highest possible level of training for its citizens as outlined in the Lisbon and Barcelona European Council conclusions;
   - strengthen Cedefop's role of promotion and development of vocational education and training;
   - help to capitalise on existing research and to deliver comparable data;
   - enhance further Cedefop's position as the European Union's reference centre for vocational education and training;
   - lay the foundation for the main products and services Cedefop will provide for its partners and clients and for the strategic objectives upon which its work will focus.
6. Cedefop will develop (during 2003) and implement (from 2004) meaningful quantitative and qualitative performance indicators wherever possible and appropriate. They will be applied to the introduction and operation of the new financial regulations and to the activities undertaken in the annual work programmes to implement the strategic objectives. Their purpose is to ensure systematic monitoring and follow-up of work progress and achievements. In the middle of 2004 Cedefop's Management Board will make a mid-term assessment of the implementation of the present Medium-Term Priorities.

Policy framework

7. The overarching and strategic objectives are formulated with serving Cedefop's partners in mind and with particular reference to the following European policy and action documents:
   - the Charter of Fundamental Rights of the European Union and in particular its Article 14, which declares that everyone has the right to education and to have access to vocational continuing training;

- the Lisbon Summit (2000) and the conclusions of the Barcelona Council (2002) on education and training;
- the Communication from the Commission '*Making a European area of lifelong learning a reality*' [COM(2001) 678 final, 21.11.2001] and the follow-up Council Resolution on *Lifelong Learning* [27 June 2002; 2002/C 163/01, 9.7.2002];
- the report from the Education Council to the European Council '*The concrete future objectives of education and training systems*' [5680/01 EDUC 18, 14.02.2001] and its follow-up as specified in the Council Resolution on Lifelong Learning (see above);
- the Council Resolution on *Enhanced European Cooperation in Vocational Education and Training* to create an open area of VET of world quality [12 November 2002];
- the Declaration of the European Ministers of Vocational Education and Training, and the European Commission on *Enhanced Cooperation in vocational education and training* (29-30 November 2002; "Copenhagen Declaration");
- the objectives of the Leonardo da Vinci programme for the period 2000 to 2006 by Council Decision 1999/382/EC, the priorities for 2003-04 adopted in relation to the objectives of the second phase of Leonardo da Vinci (LdV-II) and the future priorities published in 2004 covering the years 2005 and 2006;
- the revised European employment strategy, especially the issues related to lifelong learning and vocational education and training together with the *Guidelines for Member States' employment policies* (see COM(2001) 669 final and http://europa.eu.int/comm/employment_social/empl&esf/news/emplpack2001_en.htm#Guidelines);
- the '*E-learning action plan – designing tomorrow's education*' [COM(2000) 318 final 24.05.2001], for the implementation of which a new Community action programme is currently in preparation;
- the Communication from the Commission on '*The European Social Dialogue, a force for innovation and change*' (COM (2002) 341 final, 26.6.2002);
- the Communication from the Commission on an '*Action plan for skills and mobility*' (COM(2002) 72 final, 13.02.2002) and the Resolution on skills and mobility approved by the Council on 03.06.2002;
- the Communication from the Commission on '*The social policy agenda*' (COM (2000) 379 final 28.06.2000);
- the joint declaration '*Framework of actions for the lifelong learning development of competences and qualifications*' of the European Trade

Union Confederation (ETUC), the Union of Industrial and Employers' Confederations of Europe (UNICE) and the European Centre for Enterprises with Public Participation and Enterprises of General Economic Interest (CEEP);

- the European Commission White Paper '*A new impetus for European youth*' (COM(2001) 681 final, 21.11.2001), which places particular importance on non-formal learning and proposes that youth policy and action at European level be brought into closer cooperation with other relevant areas, in particular education and training;
- The European Commission white paper on *European governance* (COM(2001) 428 final, 25.07.2001), which emphasises the importance of cooperation and partnership with civil society organisations.

Overarching strategic objective

8. Cedefop is committed to profiling a European approach and dimension in all its work, and above all to:

promoting a European area of lifelong learning in an enlarged European Union.

Lifelong learning is a transversal objective of EU policy, which brings together education and training and is, at the same time, a key element of employment, social and democratic renewal policies. This objective will help to make Europe a highly competitive knowledge society, whilst ensuring social cohesion and active citizenship. Equally, it impacts on the further development of education and training in EU Member States and on the familiarisation and full integration of candidate countries.

9. In line with the European treaties, Cedefop will foster the European and international dimensions of education and training systems, by encouraging and facilitating common learning (between countries, professional communities and individual citizens) while respecting the integrity of specific traditions, arrangements and practices.

10. The European social partners have agreed in the context of the European social dialogue on a framework of actions for the lifelong development of competences and qualifications. As requested in this framework, Cedefop will support the social partners at all appropriate levels to promote it and help to implement the work programme of the social dialogue (2003-2005) in this respect.

11. Cedefop will promote further development of education and training policy and practice within the framework of lifelong learning, bearing in mind that education and training:

- are the means by which people, throughout the course of their lives, acquire and update their skills to cope with the demands and effects of social and economic change, thus achieving wider social and economic benefits for the European Union;
- are essential for improving employability, adaptability and integration, especially the low skilled and unskilled;
- make a substantial contribution to competitiveness and innovation through facilitating human resource development in all working environments.

12. In particular, Cedefop will support the implementation of the Education Council Resolution on Enhanced European Cooperation in Vocational Education and Training and its thematic priorities, namely: strengthening the European dimension in vocational education and training; increasing transparency; information and guidance; supporting recognition of competences and qualifications; and promoting quality assurance.

13. Cedefop will equally contribute to the Work Programme following up the Council Report on the Concrete Future Objectives of Education and Training Systems.

14. In view of enlargement of the European Union, Cedefop aims to nurture the progressive and active involvement of all candidate countries in its activities. It will tailor each country's involvement to their specific situations and needs.

Guiding framework

15. Three themes steer Cedefop's contribution to achieving a European area of lifelong learning in an enlarged European Union. They are the basis of all projects and individual work plans across the five Cedefop areas (see paragraphs 42-46 below). These guiding themes will be implemented through Cedefop's annual work programmes and close cooperation with its partners (as noted in point 3 above).

Strategic objective 1: Improving access to learning, mobility and social inclusion

16. Improving access to learning is more important than ever. The compounded impact of globalisation, new technologies and the changing organisation of work places demands on the levels and profiles of skills and competences people need to acquire and use. Technology is becoming younger and the European population older. Lifelong learning is a need for all.

17. To meet these challenges effectively, citizens need access to a much more highly developed and tailored network of guidance and counselling, as, for example, that to be provided through the European learning opportunities database. The capacity to use a palette of channels and tools – including the use of advanced technologies – for finding, selecting and deciding on learning and qualification routes is a key skill. Equally, taking up learning opportunities in practice requires provision and support arrangements shaped to people's needs and circumstances.
18. The majority of citizens will live, learn and work in one country throughout their lives. However, the circulation of knowledge between people, organisations and contexts is relevant for everyone. Creating and using knowledge in such ways should be open to all.
19. Rates and patterns of occupational, career and employment mobility are likely to diversify throughout working life. European transnational mobility levels are low, but are likely to increase alongside higher rates of regional mobility within countries. The proportion of those who spend some time studying and training abroad will rise steadily. These trends require broad and transferable skills within initial education and training and a coherent and accessible system of continuing education and training in a lifelong learning framework. They point again to the need to upgrade and reorient information and advice services.
20. All these issues must be addressed to further social inclusion and reduce social inequalities and marginalisation in Europe. The number of poorly educated and low-skilled people in Europe is too high. Many young and older people have experienced significant contraction in their labour market opportunities in recent years. Whilst demographic developments may improve this situation in the future, it will be important to take advantage of lifelong and lifewide education and training and instil an ethic of personal responsibility for career development. This will enhance employability and adaptability in highly competitive labour markets.

21. **Under this strategic objective, Cedefop will accord priority to work on:**
    - how to motivate people to learn in varied ways, exploring the reasons for non-participation and barriers to access and contributing to the development of a new European-wide approach to guidance and counselling appropriate for making lifelong learning a reality by using advanced technologies to make learning and job opportunities accessible in an easy and user-friendly way;

- investigating the growth and impact of open and flexible learning pathways, especially those which combine formal and non-formal learning, and developing a better appreciation of mobility as a multifaceted concept and practice (occupational, geographical, a didactic tool, knowledge transfer, etc.);
- evaluating and sharing how to facilitate access to education and training for the full spectrum of the labour force, with a particular emphasis on low and unskilled people, with a view both to improving integration into the labour market and to fostering social inclusion. 30% of the European workforce is low skilled or unskilled, which influences negatively the functioning of the European labour market. Mobility both into higher skilled jobs and across occupational sectors also demands more effective learning, not least in order to optimise the adaptability and employability of the workforce, regardless of age, to update and acquire new skills throughout life;
- identifying skill needs prospectively and evaluating the impact and benefits of learning and skills acquisition in all working contexts (learning-driven competence needs), including the development of evaluation methods and standards.

Strategic objective 2: Enabling and valuing learning

22. The ways we teach, train and learn is changing in response to the needs of today's world for acquiring and renewing skills and competences. This applies to all learning environments, whether school, work or community-based or formal or non-formal. Non-formal learning is an important part of lifelong learning and is particularly valuable for increasing learning opportunities and participation in learning.

23. Active and learner-centred methods that build generic and transferable competences and foster innovative and problem-solving capacities are the way forward. Gaining ICT skills and using e-learning channels are important components of the change process, not only for learners but also equally for professional educators and trainers.

24. Working environments are also learning environments, but need to improve to become effective for high quality human resource development, which should be seen as a main strategic aim of all enterprises. Those with lower-level skills and qualifications, whether employed, unemployed or not in the active labour force, deserve particular attention.

25. All learning has outcomes, but only some forms are recognised. Valuing learning is a prerequisite for a culture of learning for all, through increasing access, building bridges, opening individual pathways, and encouraging the return to learning. Valuing learning refers to recognising participation in and outcomes of formal and non-formal learning. This should raise awareness of the intrinsic worth and rewards of learning, wherever and however it takes place. Equally, it is of particular benefit to individuals and organisations that capacities and competences become explicit and visible.
26. Building trust about the quality of VET between Member States is a precondition for making progress towards transparency of qualifications and easing intra-EU mobility. Working towards a common core of quality assurance criteria to improve training outcomes would serve the trust-building process.
27. Analysis of attitudes and behaviour towards learning demands much closer attention in order to promote learning as a continuous process throughout life, through which people value its personal and social benefits and develop and renew skills and competences on their own initiative.

28. **Under this strategic objective, Cedefop will accord priority to work on:**
    - pathways to generic skills and key competences through innovative curricula and new methods of teaching and learning, including technology-supported learning, together with their implications for reshaping the occupational and competence profiles of professional educators and trainers in both formal and non-formal sectors;
    - learning-conducive working environments, work-related learning and human resource development, including the development of learning organisations, with specific reference to SMEs and their need for customised support;
    - improving the transparency and recognition of existing and newly emerging qualifications, diplomas and certificates; supporting the development of competencies and qualifications at sectoral level; contributing to the development of a European credit transfer system; working with the development of common reference levels for vocational education and training; facilitating the recognition of non-formal learning outcomes; and promoting the development of modularised qualifications, learning portfolios and personal learning plans.

- assisting in the operational development of a common core of European-level quality criteria and coherent quality indicators – including concrete methods and practical tools to support self-assessment, quality assurance guidelines and the exchange of good practice (including voluntary peer reviews).

Strategic objective 3: Supporting networks and partnerships in an enlarged European Union

29. Enhanced cooperation in education and training implies learning through developing and implementing strategies for policy and practice. This presupposes the strong involvement of all stakeholders. The ultimate goal is equitable and good quality education and training for all to achieve a positive balance between individual and community values, demands and cultural traditions, and the challenge for social and economic development in knowledge societies. A major tool in enhanced cooperation is the Knowledge Management System (1).

30. Developing and reforming education and training gains a new dimension in lifelong learning, bringing more complex demands on coordinating learning contexts, times, contents and participants. Sound information and analysis of trends, challenges and problems are essential. A European, transnational perspective makes clear the value of learning about and identifying effective policies and practices through knowledge management.

31. Coordinated partnership will be a key element to support enlargement. Significant development and improvement of exchange and cooperation between the social partners and between them and other relevant actors is important and will benefit candidate countries. Similarly, promoting benchmarking and quality awareness at all levels will assist the process of integration into the EU.

(1) Knowledge Management is the collection of processes that govern the creation, dissemination, and utilization of knowledge. If we accept the premise that knowledge management is concerned with the entire process of discovery and creation of knowledge, dissemination of knowledge , and the utilization of knowledge then we are strongly driven to accept that knowledge management is much more than a "technology thing" and that elements of it exist in each of our jobs.
("An Open Discussion of Knowledge Management", Brian (Bo) Newman, 1991.)

32. **Under this strategic objective, Cedefop will accord priority to work on:**
    - supporting cooperation and partnership on issues related to human resources development through the social dialogue in vocational education and training (including at sectoral level), with and between the social partners, the Member States, the European Commission and other stakeholders;
    - helping to ensure a coordinated approach to education and training activities, especially in relation to the management of human resources across the full range of learning environments at national, regional, local and company levels;
    - together with the European Commission, Eurostat and other international partners (such as OECD, UNESCO, ILO and the Council of Europe), developing and disseminating comparative statistics on education and training within the overall framework of lifelong learning;
    - facilitating a thematic and electronic knowledge management system which includes integrative and innovative analysis and reporting, research and links with the RDFP (research and development framework programme), disseminating good examples of practice, capitalising on the outcomes of the Leonardo da Vinci programme (including study visits) and on the social partners reports on progress in lifelong learning, and monitoring developments in labour market demand and supply against the background of the lifelong learning approach. Cedefop will cooperate closely with Eurydice and the ETF and contribute to the development of a Europe of knowledge.

Improving services and impact

33. Cedefop will strengthen its statutory role and move from providing descriptions on national vocational education and training systems to developing a constantly updated web-based transversal and comparative reporting system in the European training village (ETV). The aim is timely reporting on and analysis of developments in Member States and at European level.
34. To support this work, Cedefop will develop and strengthen existing cooperation and partnership with Member States and European and international organisations. It will continue to build networks and organise conferences and meetings to provide a platform for dialogue, exchange and policy input. The reference and expertise network (ReferNet) provides the basis for data collection, review, analysis, research

reporting and dissemination of information on education and training.

35. The required synergy with all relevant Community programmes will be taken into account, particularly those aimed at improving vocational education and training. Similarly, Cedefop will provide the necessary support for the design and formulation of the next generation of Community vocational education and training programmes. The priorities and strategic objectives as well as the working priorities fully respect the objectives and priorities of the European Council, European Commission and the social partners framework for action.

36. There is a need for greater synergy between the Leonardo da Vinci programme as a laboratory of innovation and Cedefop as a tool in the service of the EU's vocational training policy. In the framework of a new thematic approach, Cedefop, Eurydice, ETF and the European Commission, will provide comparable information on education and training, thus matching the lifelong learning approach of the EU.

37. Equally, within the context of lifelong learning, Cedefop will work closely with Eurydice to achieve synergy in reporting activities on developments in education and training. The coordinated activities of Cedefop and the ETF will facilitate the smooth transition and integration of candidate countries into the European Union. Priority will also be given to compatibility of reporting structures on vocational education and training during enlargement. Cedefop will also – if resources become available – continue its familiarisation process after 2004 with the remaining candidate countries.

38. To ensure high visibility and quality of service, Cedefop will disseminate the outcomes of its work through a variety of channels: ETV electronic publications and databases are complemented by key reference, research and other publications (the Panorama series), the *Cedefop-Info* broadsheet and the *European Journal of Vocational Training*.

39. The medium-term approach provides for the implementation of the recommendations in the final report of the external evaluation of Cedefop and takes forward in the action plan, notably on the following:

- the medium-term priorities are a useful tool for guiding and concentrating Cedefop's working methods and activities;
- these medium-term priorities, which reflect the Community's vocational training priorities, will ensure that Cedefop offers useful, high-quality products and services to its stakeholders, which are veryfiable on the basis of indicators and results to be reached in the work programmes ;

- the new medium-term priorities are formulated flexibly and are linked closely to current policy priorities, such as making lifelong learning a reality for all.

Linking priorities to areas of work in Cedefop

40. The strategic objectives and work priorities will be embedded in all areas of Cedefop's work, but approached from different angles for different purposes. These strategic objectives and work priorities are complemented by specific projects and initiatives, which may also be transversal, integrating elements from a number of work areas. The Director will assume an enhanced coordination role in such cases.

41. More specifically the working areas will contribute to translating the strategic objectives into priority activities as shown in the following paragraphs.

Area A. Developing research

42. **Research** on VET is understood as the systematic cross-disciplinary enquiry into the systems, conditions and frameworks for the structures and processes involved in acquiring and updating vocational skills and knowledge. Theory, methodology and analyses combine to reduce complexity, provide explanation and improve understanding.

Objectives: To identify new issues and demands and explore their implications for innovation and development, to increase the transparency of systems and processes associated with learning and training. Enquiry is carried out in-house, by commissioning studies and reports and through researcher cooperation networks. All activities are directed to clarifying the implications of research results for VET policy and practice.

Coherence with the Founding Regulation: 'The main tasks of the Centre shall be: to compile selected documentation relating ... to research; to contribute to the development and coordination of research....'

Main relations with strategic objectives: In this area special attention will be paid to the following issues: barriers to access, quality, guidance and transparency, promotion of mobility, identifying skill needs, evaluating impact, work-related learning, human resource

management at enterprise level, comparative analysis and statistics, links with research programmes, international cooperation and integrating research activities into the Knowledge Management System, integration of candidate countries.

ACTIVITIES AND OUTPUT	TIME FRAME
(1) To develop Cedefop's research arena (Cedra and ERO) and assure gradually full integration in the Knowledge Management System (KMS) and ReferNET	Ongoing
(a) promoting networks and web-based cooperation for the development, dissemination and sharing of knowledge, increasingly including candidate countries;	
(b) capitalising on research resources and involvement in the innovative projects, thematic and transnational networks;	
(c) launching research studies on specific topics defined in the work programme and dissemination of research results;	
(d) organise the research input to and participate in comparative analysis within the KMS.	
(2) To report on the state of the art of education and training research primarily in Europe and to indicate implications for our stakeholders	
(a) prepare and publish research papers on topical issues;	Ongoing
(b) finalisation and publication of the Third Research Report and its accompanying materials on evaluation of the impact of education and training and the implications for policy and practice;	2003-4
(c) preparation of the fourth research report, whose topic will be defined in 2003-4;	2004-6
(d) Create a virtual Young VET Researchers Platform to enhance their participation in policy development and their skills.	from 2003

BEST COPY AVAILABLE

(3) To create a forum for researchers, policy-makers and practitioners via the *European Journal of Vocational Training* and establish and maintain a leading position of this journal in the European scientific community of VET specialists	
(a) publish three issues of the European journal per year according to schedule and in close cooperation with the independent editorial committee;	3 issues per year
(b) increase the number of subscribers considerably and pay special attention to new Member States and present Members States with a low level of subscribers;	Ongoing
(c) make the journal part of a paid membership package that will also be available electronically;	2003-2004
(d) improve efficiency in preparing, producing and publishing articles.	2003-2005
(4) To facilitate cutting edge debates on research results between researchers, our policy and practice stakeholders	
(a) organise 'Agoras Thessaloniki' on specific research outcomes for a wider target group;	3 events
(b) Agoras should become a cost neutral activity and could be part of a paid membership package.	2003

Area B. Reporting and facilitating a concerted approach

43. **Reporting** refers to the systematic compilation of information and assessment of an issue of an overarching nature and is of not only topical, but also longer term interest. Assessment draws on information provided by research, policy, practice and statistics from throughout Europe and highlights the respective issue from a broad and multidimensional perspective.

Objectives: To provide up-to-date information and background reports on the issue at hand, to bring diverse sources of knowledge into a coherent structure, to develop comparative accounts and to point out

the implications for policy. This all lays the foundations for a broad-based networking platform to support policy makers and stakeholders at European level and in the Member States in monitoring current action and planning for future action. This approach is consciously based on the provisions of Treaty Article 150.

Coherence with the Founding Regulation: 'The main tasks of the Centre shall be: to compile selected documentation relating in particular to the present situation, the latest developments ... and to encourage and support a concerted approach to vocational training problems.'

Main relation with the strategic objectives: In this area special attention will be paid to the following issues: contribute to the development of a concerted approach in transparency, information and guidance, recognition of competences and qualifications, a system for credit transfer, quality assurance, valuing learning, promoting the development of modularised qualifications, learning portfolios and personal learning plans, supporting teachers and trainers, and organising reporting in the Knowledge Management System.

ACTIVITIES AND OUTPUT	TIME FRAME
(1) To report on developments in vocational education and training within the Knowledge Management System (KMS)	
(a) provide comprehensive and up-to-date information cross-classified according to a number of themes;	2004
(b) publication and updating of short descriptions of national VET systems and European reviews;	Presidency related
(c) ensure rapid electronic publication of *Cedefop Info* content, which still also will be available in hard copy form;	2004
(d) publication of the Second Policy Report on learning for employment.	Spring 2003
(e) preparation and publication of the Third Policy Report	2004-6

BEST COPY AVAILABLE

(2) To promote lifelong learning and skills development	
(a) preparing and organising an international conference on LLL;	2003
(b) publishing a key reference on LLL following this international conference on LLL;	Early 2004
(c) a Eurobarometer survey on lifelong learning, analysis and publication of the results;	2003-4
(d) publishing recommendations regarding ICT-skill profiles and supporting curricular focusing on certain user industries and SMEs and co-organising a final conference on skill profiles and training solutions;	Fourth quarter 2003
(e) contributing to recommendations for validating the profiles and curricula, the European Level Standards Committee in Informatics (CEN/ISSS);	End 2003
(f) contributing to the process of upskilling teachers and trainers within key Community policy priority areas (e.g. e-learning, non-formal learning, teacher career opportunities);	2003-5
(g) supporting the creation of an e-learning observatory, as well as an eSkills Forum together with the European Commission.	2003-4
(3) To provide a review of good examples of practice and enable electronic access	
(a) maintain a thematic database of good examples of practice related to LLL and other Community-supported activities, integrating candidate countries in cooperation with the ETF;	2003-5
(b) exploit and disseminate LDVII programme activities for valorisation purposes, relating in particular to mobility;	2003-5
(c) extend TTnet and provide an e-learning resource guide for VET professionals, covering all Member States and candidate countries.	2003-5

(4) To promote a concerted approach in creating an open area of VET by 2010	
(a) organise technical support for the working groups and create virtual platforms on each of the specific vocational education and training priorities laid down in the Resolution on enhanced cooperation and as required in the Concrete Objectives Report; • strengthen the European dimension in VET and facilitate and promote mobility; • contribute to transparency and to integration of existing instruments into one single framework; facilitate recognition of competences and qualifications and promote transferability; • deliver support to the development of competences and qualifications at sectoral level by reinforcing cooperation especially involving social partners; • contribute to the development of common principles regarding the validation of non-formal learning; • promote cooperation in quality assurance; • contribute to the identification of learning needs and new competences of teachers and trainers and the e-learning actions. • deliver support for policies systems and practices on information, guidance and counselling;	2003-5
(b) support the EU concrete future objectives also in the field of mobility.	2003-5

Area C. Exchange and supporting partners

44. Exchange provides a forum for all Cedefop's partners and for other stakeholders interested in or responsible for VET matters in Europe. Equally, and based on information plus assistance the Centre supports debate among and between policy makers and in particular the social partners on diverse themes.

***Objectives*:** To foster discussion between those responsible for VET and to provide information and a platform of exchange. This is essential in a field that is characterised by a diversity of interests and

competences, by large differences between VET systems and by a lack of knowledge of the situation in other countries. Balancing those interests and arriving at a common and shared understanding of VET is extremely important both in the interest of those involved and in view of a European integration.

Coherence with the Founding Regulation: '(The Centre) shall, in particular, encourage the exchange of information and the comparison of experience. The main tasks of the Centre shall be ... to provide a forum for all those concerned. The Centre shall ... organise courses and seminars ... (and) establish appropriate contacts particularly ... with public authorities and educational institutions and with workers' and employers' organisations.'

Main relation with strategic objectives: In this area special attention will be paid to the following issues: promoting mobility, exchange on innovation methods of teaching and learning, supporting enhanced cooperation and networking, organise the familiarisation of the candidate countries and smooth integration of new member states, promote synergy between the Leonardo da Vinci programme and Cedefop and support our stakeholders and the social dialogue at different levels, also by the development of reporting in the Knowledge Management System.

ACTIVITIES AND OUTPUT	TIME FRAME
(1) Organise exchange and stimulate mutual understanding on main themes of common interest	Ongoing
(a) manage on behalf of the European Commission the study visits programme of the Leonardo da Vinci II programme. The further development of the study visits programme will concentrate on:	
(b) increasing links and synergy with the LdV-II programme;	
(c) extending management and survey tools for efficient implementation of study visits;	
(d) involving candidate countries more in the programme;	

BEST COPY AVAILABLE

(e) facilitating participation of groups such as the social partners for which no other Community programmes exist;	
(f) diversifying study visits especially in content to meet the specific needs of target groups and to develop the Community's education and vocational training policy priorities;	
(g) promoting networks of study visits participants.	
(2) Coordinate and foster the smooth integration of candidate countries into VET policies and Cedefop activities:	
(a) implement the familiarisation plan as arranged with the European Commission and in cooperation with the ETF;	2003
(b) report on the familiarisation process and use of the Phare subsidy;	2004
(c) implement the cooperation agreement with the ETF;	Ongoing
(d) prepare and follow integration of up to 10 countries into Cedefop.	2003-4
(3) Improve the support and service to our stakeholders:	Ongoing
(a) exploit the Leonardo da Vinci Programme activities for valorisation purposes, relating in particular to mobility;	
(b) support the Commission in the valorising the Leonardo da Vinci programme and the preparing new programmes;	
(c) actively encourage national involvement in networks and thematic working parties;	
(d) develop further the use of Cedefop (by the stakeholders) as a platform and tool for action;	
(e) strengthen links with social partner organisations and social dialogue at different levels.	

Area D. Information, communication and documentation

45. **Information, communication and documentation** is a transversal area that supports the other work areas in-house and external users. Area D prepares the outcomes of the other work areas for subsequent publication, promotion and dissemination.

Objectives: To serve stakeholders in a proactive manner and to ensure a high level of visibility for, and awareness of, the Centre via a balanced range of information services and publications, which are translated in line with the language regime of the European Union and Cedefop's capacity to contribute to it. The aims of Cedefop's information and communication policy are *inter alia* to serve a wide audience comprising policy-makers, partners, researchers and practitioners at European and national level, by providing them with relevant information on key issues, notably by the increased use of electronic publication and distribution methods.

Coherence with Founding Regulations: The main tasks of the Centre shall be .. 'to exploit and disseminate all useful information and to provide a forum for a wide and diverse audience.'

Main relation with strategic objectives: In this area special attention will be paid to the following issues: promote enhanced cooperation via the Reference and Expertise network (ReferNet), facilitating the collection of data for the development of the Knowledge Management System, running the European Training Village, supporting bottom-up electronic platforms in EU priority fields, and increasing visibility, accessibility and quality of our products and services.

ACTIVITIES AND OUTPUT	TIMEFRAME
(1) Organising effective dissemination of high quality hard copy and electronic publications within the knowledge management system.	
(a) review Cedefop's publications policy to meet better the needs of stakeholders;	2004
(b) develop common structures for providing different types of information;	2003
(c) personalised information access to reporting, research and good practice with flexible dissemination possibilities;	2004
(d) develop a system of quality control.	2003
(2) Raising the visibility of Cedefop and its products and services	
(a) identify more specifically the needs and interests of stakeholders for our products and services;	Ongoing
(b) improve and create synergy in Cedefop's various news services, ensuring all stakeholders can profit from our services;	2003
(c) increase the use of the ETV and double the number of registered users;	by 2005
(d) increase substantially subscriptions to the European Journal;	Ongoing
(e) improve dissemination and accessibility to Cedefop's products and services by developing an e-commerce facility;	Spring 2004
(f) a series of targeted coordinated promotion activities will be carried out linking Cedefop's participation at conferences, fairs and exhibitions with promotion of specific new publications or services – including active support for activities organised in EU Presidency conferences;	2003-5
(g) secure more extensive press coverage of Cedefop activities and vocational education and training issues by establishing closer contact with journalists.	2003-5

BEST COPY AVAILABLE

(3) Facilitate database management and run ReferNet	
(a) extend the network to cover the candidate countries and subsequently integrate formally new Member States;	2003-5
(b) develop the closest links with education within the network;	2003-4
(c) develop electronic working tools for ReferNet and stimulate a well-spun fabric of learning in the European Union.	2003

Area E. Administration, facilities and resources (and Directorate)

46. Administration, facilities and resources provide the infrastructure for the Centre's efficient operation. This concerns general administration, human resources, professional training (including team working, quality assurance, peer review), as well as budgetary, contractual, IT/telecommunications and technical support services and the management of conferencing facilities. This area is developing a coherent strategy for the optimal development and management of our human resources.

Objectives: To provide an infrastructure for the whole Centre to be able to carry out its work efficiently. The administration of the Centre includes personnel, budgetary and training issues as well as technical support, together with assuring the functioning of electronic systems and connections with the outside world. The action plan, as follow-up to the evaluation, provides the main elements for action in the coming years.

The Directorate has the general mission to execute medium and long-term strategic goals as set by the Management Board in close cooperation with all parties concerned, to adapt work to change in VET relevant domains, to prioritise work and to manage and motivate the staff. The work is carried out in conformity with the Founding Regulation and the Financial Regulation.

Main relation with strategic objectives: Special attention in this area will be paid to the following issues: increasing efficiency and effectiveness, strengthening the role of Cedefop in the enhanced cooperation, facilitating the execution of these medium-term priorities, ensuring best cooperation with our other stakeholders and integrating new member states in our staff and premises.

ACTIVITIES AND OUTPUT	TIMEFRAME
(1) Implement Management Board decisions concerning:	
(a) medium-term priorities, annual work plans and reporting to the Bureau and the Management Board;	Ongoing
(b) improve working methods and Cedefop's visibility;	Ongoing
(c) the action plan as follow-up of the external evaluation;	2003
(d) the process for finding a new directorate.	2003-4
(2) Improving internal efficiency and effectiveness:	
(a) implement administrative reforms and the new financial regulation;	2003-4
(b) consider activity-based budgeting and activity-based management;	2003
(c) increase external funding and coordinated use of EU programmes within the limits laid down by the Management Board;	Ongoing
(d) work on quality of Cedefop's products and services.	Ongoing
(3) Prepare the administrative and practical integration of the candidate countries:	
(a) adapt and extend the present building and facilities;	2003-4
(b) update the internal rules of procedure and modes of functioning in line with the Council decisions on increased efficiency and effectiveness in the light of the enlargement.	2003-4

BEST COPY AVAILABLE

(4) Prepare the next external evaluation:	
(a) the next external evaluation might be planned for 2006 and prepared in 2005;	2005
(b) define clear outcomes for the annual work programmes to facilitate future evaluation.	Ongoing

Thessaloniki, 15.11.2002

On behalf of Cedefop

Mr Alfons De Vadder
Chairperson of the Management Board

Cedefop (European Centre for the Development of Vocational Training)

Medium-term priorities 2003-2006

Cedefop

Luxembourg:
Office for Official Publications of the European Communities

2003 – VI, 24 pp. – 17.5 x 25 cm

ISBN 92-896-0193-0

Cat. No: TI-49-02-329-EN-C

Free of charge – 4022 EN –

Medium-term priorities 2003-2006

04 05 16 II-49-02-329-EN-C

CEDEFOP

European Centre for the
Development of Vocational Training

Europe 123, GR-570 01 Thessaloniki (Pylea)
Postal address: PO Box 22427, GR-551 02 Thessaloniki
Tel. (30) 23 10 49 01 11, Fax (30) 23 10 49 00 20
E-mail: info@cedefop.eu.int
Homepage: www.cedefop.eu.int
interactive website: www.trainingvillage.gr

Free of charge – On request from Cedefop 4022 EN

OFFICE FOR OFFICIAL PUBLICATIONS
OF THE EUROPEAN COMMUNITIES

L-2985 Luxembourg

ISBN 92-896-0193-0

31

BEST COPY AVAILABLE

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

[X] This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

[ ] This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").